

Childminder report

Inspection date: 9 September 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The young children the childminder is caring for are relatively new to the setting or have just returned from a long summer break. They are settling well and demonstrate they feel comfortable in the childminder's care. The childminder gains useful information from parents to help her to get to know children well. She takes children's interests and learning needs into consideration as she plans and implements her curriculum. Children engage well as they explore their new surroundings and are excited to see toys, such as blocks that are the same as they have at home. Children's behaviour is good.

The childminder has high expectations that young children can do things for themselves. She asks them to find their own shoes and those of other children, so they can all go in the garden together. Children take great delight in watching rain fall onto different surfaces. They are highly active as they ride in cars and push toys around. Children enjoy sitting together to share home-cooked, healthy meals. The childminder finds ways to enhance children's skills, such as by giving them time to practise drinking from open cups when they sit at the table.

What does the early years setting do well and what does it need to do better?

- The childminder reflects on her curriculum to help her to tailor her teaching to the needs of the children attending. She talks about the changes she has recently made following older children leaving her to start nursery or school. Her environment is set up well to ignite the curiosity and exploration of the young children she is currently caring for.
- Children's communication and language development are good. They are learning how to use words to make their needs known. The childminder uses clear words and simple sentences to help children to understand her requests. She responds to children's prompt, accurate responses with praise and encouragement.
- The childminder adapts her settling-in procedures to meet each child's and parent's needs. She places a high focus on helping children to build a strong bond with her. The childminder follows the routines children have at home. She feels a familiar routine is essential to their well-being. This impacts positively on children, which they demonstrate as they settle themselves to sleep extremely well.
- Parents speak positively about the childminder. They say their children are happy and feel safe and secure with her. Parents value the regular information and advice they receive. The childminder actively involves parents in setting children's next steps in learning.
- The childminder plans activities that she knows are of interest to children, for instance by using animals. She models counting and groups animals together to

introduce children to different mathematical concepts. Children copy her actions as they find animals that are the same. This is effective teaching for young children.

- The childminder provides activities for children to practise using their hands, which prepares them for future learning. Children use chalk to make straight and circular marks on a board. At other times, they use pincer grips to lift out and replace puzzle pieces.
- Children are developing a love for, and interest in, books. They independently take books from a rack and lie down to look at them. Children talk about what they see on the pictures. However, some of the books children choose have torn pictures and sound buttons they press do not work. This diminishes their strong desire to use these books.
- The childminder has some understanding of children's cultural backgrounds and languages they speak at home. However, she has not yet considered how she can support children to understand what makes them unique and how they are different to others.
- The childminder demonstrates a strong commitment to her work. She reviews her practice and looks at what she can develop and improve. The childminder networks with other childminders. This enables her to hold professional discussions and share ideas with others. The childminder seeks relevant professional development opportunities to further enhance her practice and teaching skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows how to keep children safe and promote their welfare. She carries out regular risk assessments of her home to make sure all areas are safe for children. The childminder has a good understanding of how to recognise any signs that children may be at risk of abuse or extremist behaviour. She knows how to contact relevant agencies in the local area to seek advice or to make referrals. The childminder has a clear safeguarding policy in place which she shares with parents and uses to underpin her good practice. She regularly undertakes safeguarding training to keep her knowledge relevant and up to date.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- provide children with a wider variety of good-quality books to promote their early literacy development
- find more ways to celebrate children's diverse backgrounds and help them to discover what makes them unique and different from others.

Setting details

Unique reference number	EY385065
Local authority	Hertfordshire
Inspection number	10235265
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 10
Total number of places	6
Number of children on roll	10
Date of previous inspection	21 October 2016

Information about this early years setting

The childminder registered in 2009 and lives near St Albans. She operates Monday to Friday, from 7.30am to 5.30pm, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3.

Information about this inspection

Inspector
Jill Hardaker

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with her and has taken that into account in her evaluation of the childminder.
- The inspector and the childminder looked at the areas of her home that she uses with children and discussed how she plans her curriculum and operates her practice.
- The inspector observed the childminder joining in activities with children and discussed the learning that was taking place with her. They talked about the needs of individual children and the progress they are making.
- A sample of policies and procedures were looked at by the inspector. These included documents relating to the suitability of household members, safeguarding and complaints.
- The inspector took into account the views of parents and discussed the childminder's reflections of her practice with her.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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